



# Building a Profession That Supports Student Learning:

Ongoing Educator Development  
and Compensation

# Teacher Preparation, Certification, and Development through 8/31/2000

Teacher Preparation Program – ~ 45 qtr hours	Initial Cert	MA or 45 qtr hours	Continuing Cert	150 clock hours every 5 years
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- Time-based
- Highly-individualized

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# Teacher Certification + Development 8/31/00 - now

Teacher Preparation (PGP)	Residency Cert	Induction			Professional Cert	Teacher Development	National Board Cert (optional)	Teacher Development
Credits vary		TAP PGP	?	Pro Cert Program PGP		150 clock hrs every 5 yrs OR PGP (optional)		150 clock hrs every 5 yrs or PGP (optional) or NBPTS recert

- Partially Performance-Based
- Student Learning Focus - as Team

PGP – Professional Growth Plan      TAP – Teacher Assistance Program



# Gaps/Inconsistencies

- No formal assistance/development in Year 2
- Disconnect between end of “provisional status” and attainment of Professional Certification
- A PGP process for certificate renewal available but not yet widely used; “150 clock hours” still the norm
- No defined/certified “mentor/coach” role as career alternative to administration



# Common Performance Standards

- Professional Certification standards and criteria provide common thread throughout the system
- Descriptions of practice for each criterion describe student outcomes; help teachers decide on professional learning focus at any stage of career

# Common Performance Standards

Example: 1(d): *Designing and/or adapting challenging curriculum that is based on the diverse needs of each student* (partial)

TAP	Professional Certification	Career-long Professional Devel	National Board Certification
Students are aware of how to get support and access appropriate help when needed	Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate	Students are aware of options to get support and access help when needed. In their daily work, they consistently use the resources for assistance, remediation, acceleration, or enrichment, as appropriate	Teachers need to know how to encourage students even in the face of temporary failure and inevitable doubts that students meet as they push themselves into new affective, intellectual, and physical planes.

# What is a Professional Growth Plan (PGP)?

- Individual professional growth goal set based upon current *evidence of student learning*
- Attainment of goal measured using *evidence of student learning* (e.g., videotapes, journal entries, work samples)
- Input/approval from Professional Growth Team - administrators, colleagues, faculty (pre-service and Pro Cert)
- Participation in school/district improvement initiatives facilitated and encouraged





Susan Kardos, Susan Moore Johnson, et al – *Harvard Project on the Next Generation of Teachers*

■ **Veteran-oriented professional culture**

- ☐ Experienced, well-established practice
- ☐ Isolated
- ☐ Undifferentiated roles

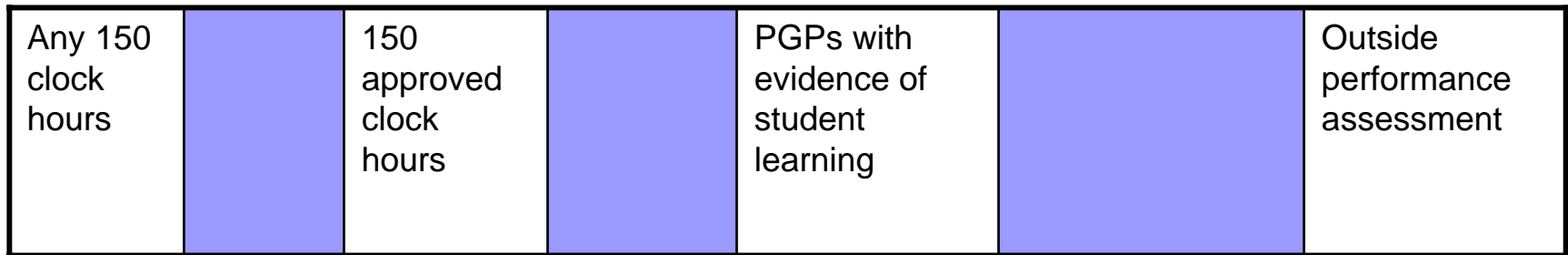
■ **Novice-oriented professional culture**

- ☐ Start-up or low-performing school
- ☐ High energy, limited experience

■ **Integrated professional culture**

- ☐ Sustained support/exchange across experience levels
- ☐ New teachers recognized as novices, differentiated

# Continuum of Evidence



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Paradigm shift:

From “time” - to powerful student learning as evidence of teachers structuring the learning environment effectively



# Need for Performance-Based Compensation Model that:

- Recognizes attainment of required and optional performance-based certificates
- Recognizes attainment and use of “mentor/coach” certificate
- Increases teacher, school, and district focus on job-embedded teacher learning that results in student learning